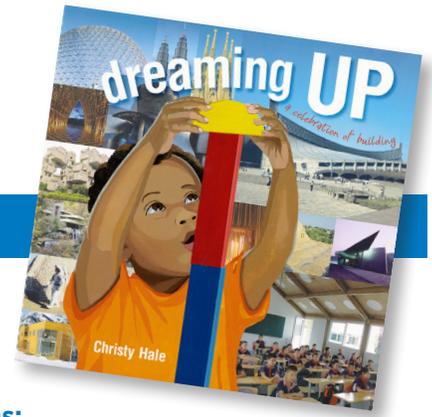


Dreaming Up:

A CELEBRATION OF BUILDING



A RIF GUIDE FOR EDUCATORS

Themes: Building, Design, Creativity, Architecture

Book Brief: This book of concrete poetry introduces readers to famous buildings around the world designed by a diverse group of architects.

Author and Illustrator:
Christy Hale

Content Connections:
Math, Science, Writing, Art, Social Studies



TIME TO READ!

The Cover: Invite students to make predictions about this book based on the title and cover. Ask how many of them like to build.

What buildings around town do they like or find interesting? Do they know what architects do?

The Pictures: Take a brief picture walk. Ask students to notice how the words are arranged on each page. Make connections between the pictures on the right and left pages. How are they similar?

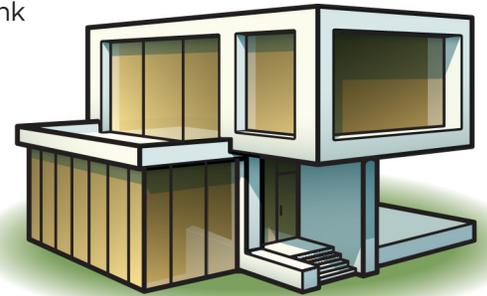
Prior Knowledge: Architects design and build structures of various shapes, sizes, and colors using different materials. As a class, brainstorm what kind

of things an architect needs to consider in designing a house. On the board, make a list of questions an architect would need to answer before building.

Vocabulary: arc, anchored, interlock

Purpose for Reading:

“As we read, think about which buildings in the book you find most interesting and how you would build models of them.”



WHILE WE READ

MONITORING COMPREHENSION

- ◆ How are the buildings in this book different from each other?
- ◆ How are the buildings similar?

- ◆ What materials do you see used in building these structures?
- ◆ How are the words in the book arranged? Why are they arranged that way?

LET'S THINK ABOUT

Our Purpose: What buildings were most interesting to you? Why did you find them interesting? How could you build models of those buildings?

Extending Our Thinking: What do you think is the most important thing to consider in designing a building? If a building serves its purpose, does it matter what the building looks like? How are architects like artists? Revisit your earlier discussion about what an architect considers in designing a building. Can you think of any similarities between an architect's design process and an artist's? How do they both use math?

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.

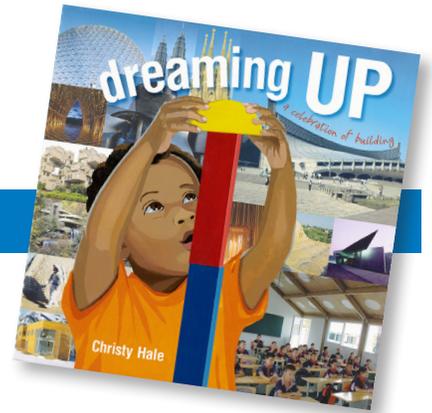


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Dreaming Up:

A CELEBRATION OF BUILDING



RIF EXTENSION ACTIVITIES FOR EDUCATORS

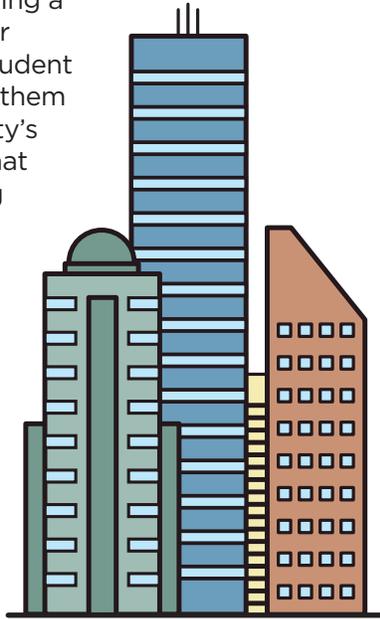
STEAM-THEMED: SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATH

SCIENCE

ADAPTATION STATION

In Los Angeles, tall buildings are designed to withstand earthquakes. Houses near the beach are often built on poles to withstand flooding. As a class, discuss the geography and climate of your area.

What special adaptations might be needed when designing a building there? For older students, assign each student a city to research. Have them list 5 facts about that city's geography or climate that might influence building design. Have students use the list to design a building adapted to the area. Students should label and explain their designs. (Possible cities: Amsterdam, Hong Kong, Cairo, Positano.)



TECHNOLOGY

INTERNET ARCHITECT

Let students go to www.buildwithchrome.com to make online Lego creations. They should try to model one of the buildings in the book or an important building in your town. Older students can visit www.architectstudio3d.org to design a house with the help of a virtual Frank Lloyd Wright.

ENGINEERING

DESIGNING WOMEN

Materials: scrap materials (boxes, plastic bottles, paper towel tubes, etc.), scissors, tape

Have students visit www.mayalin.com or www.zaha-hadid.com to see works famous by female architects Maya Lin and Zaha Hadid. In pairs or small groups, students should pick one design and try to build a model of it using only scrap materials.

ART

Materials: paper, crayons or markers

STORYBOOK BUILDING

Sometimes, a story's setting is as important as its characters. Pick a book passage describing a building. Read the passage aloud, telling students to use the descriptive details to visualize the setting. Then, have students draw what they think the building would look like. (For ideas, visit www.pbs.org/parents/booklights/archives/2009/10/five-favorite-fictional-houses-from-childrens-literature.html.)

SHAPE IT UP

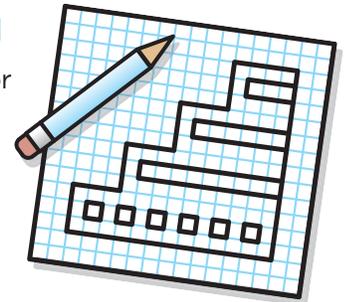
Concrete or *shape* poetry is written in the shape of the object it describes. Let students pick a type of building and write a poem describing that building (how it looks, its purpose, etc.). Students should write their poems on white paper in the shape of the building and decorate the background.

MATH

ANOTHER DIMENSION

Materials: measuring tape or ruler, graph paper, pencils

What are *dimensions*? For younger students, teach basic measuring skills by having students find the length, height, and width of objects around the room in feet and inches. Why do architects need to consider a building's dimensions? For older students, introduce the concept of scale—the ratio of distance in a drawing or model to distance in real life. Give each student graph paper. Tell them 1 square on the paper represents 1 inch in real life. Have students measure the dimensions of 2-3 objects in the room and draw those objects to scale on the paper. Why must architects pay attention to scale?



Dreaming Up:

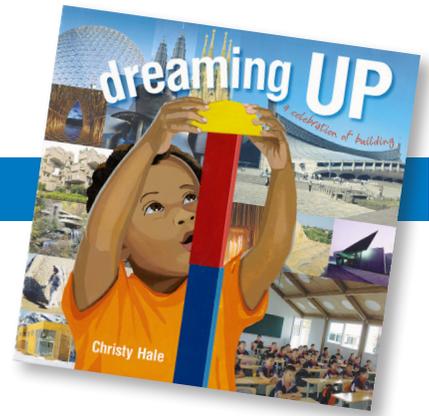
A CELEBRATION OF BUILDING

A RIF GUIDE FOR COMMUNITY COORDINATORS

Themes: Building, Design, Creativity, Architecture

Book Brief: This book of concrete poetry introduces readers to famous buildings around the world designed by a diverse group of architects.

**Author and
Illustrator:**
Christy Hale



TIME TO READ!

Before reading: Explain that this book is about different buildings around the world. How are the buildings different? How are they alike? What elements make each of them unique?

RELATED ACTIVITIES

RECYCLED COMMUNITY CENTER (AGES 6-12)

Materials: recyclables, cardboard, glue or tape

Divide children into small groups. Tell each group to imagine what their dream community center would look and feel like. What purposes should it serve? Each group should list 3-5. Based on their lists, groups should sketch or write about the spaces in their dream centers. How many rooms does the center have? What's in each room? Let groups build models of their centers using recyclable or scrap material. Use cardboard or a piece of wood as the base. Label the models with group member names and the location of the building.

ARCHITECTURE AROUND TOWN (AGES 6-12)

Materials: paper, pencil, crayons or markers

Have children pair up; one child in each pair will write and one will draw. Give each pair one sheet of paper. Tell pairs to pick an interesting or important building from your city or town—it might be a school, a fancy office building, or even a child's house! One child

should write a poem about the building, like the ones in the book. The other child should draw a picture of the building to illustrate the poem.

Pairs should explain to the group what makes their building important and why they chose it. Hang the papers up around the center to celebrate architecture in your town!



IF THESE WALLS COULD TALK (AGES 6-12)

Materials: paper, pen or pencil

Have you heard the expression "if these walls could talk"? What does that mean? What do you think would happen if walls really could talk? What might a wall have to say? Have children write a story or draw a comic strip based on the following prompt: *One day I woke up...and my house said, "Good morning!"* (You can make this a whole group activity by writing a round-robin story.)

ADDITIONAL RESOURCES

OTHER BOOKS BY THIS AUTHOR

The East-West House: Noguchi's Childhood in Japan (2009),
*Quilting Activities for Young Learners: 15 Easy & Delightful
"No-Sew" Projects That Reinforce Early Skills & Concepts* (2005).



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